

Englewood Public School District

Comprehensive Health

Grade 9

Unit: Safety

Overview: Students learn how to assist someone in distress by identifying the individual's specific needs and employing appropriate first aid strategies. The unit ends with students considering measures that they can take prevent injuries by employing safety measures for themselves and for others. Additionally, students begin to consider how they would prevent or prepare for a variety of threatening situations such as natural disasters.

Time Frame: One Marking Period

Enduring Understandings:

EMS should be contacted when there is a life-threatening condition. Remain calm and act quickly.

Check to see if the situation is safe for you, the victim, and others before administering first aid.

It is important to know Universal Precautions so you do not endanger your own life.

By making the right decision you can make a difference in an emergency situation and could save a life.

Essential Questions:

How do you recognize a medical emergency and how will you respond?

How to survey a scene for hazards that might harm you or the victim?

Why is it important to know the basics of First Aid for your personal wellness? (e.g. universal precautions)

Why is making the right decision in an emergency important?

Standards	Topics and Objectives	Activities	Resources	Assessments
<u>Comprehensive Health</u> 2.1.12. D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors. 2.1.12. D.1 Determine the causes and outcomes of intentional and unintentional	Topics	Students will perform the skills necessary to help someone in a first aid scenario.	Prezi Transcript of First Aid Grade 9 https://prezi.com/xbqd2cbz95ke/first-aid-grade-9/	Formative Assessments: <ul style="list-style-type: none"> Do Nows Exit Tickets
	First Aid			
	Safety			
	Sudden Illness	Students consider how to react in an SOS situations and seek help. (SL 9-10.1)	FEMA's Be a Hero! Youth Emergency Preparedness.	Instructors will observe and record student's understandings when they model the effects of shock and how to check
	Objectives	Students display how they	Grades 9-12	

<p>injuries in adolescents and young adults and propose prevention strategies.</p> <p>2.1.12. C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.</p> <p>2.1.6. C.2 Determine the impact of public health strategies in preventing diseases and health conditions.</p> <p>2.1.12. E.1 Predict the short- and long-term consequences of unresolved conflicts.</p> <p>2.1.12. E.2 Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.</p>	<p>Students will know how to react in basic first aid situations.</p> <p>Students will know how to identify SOS situations and where to get help.</p> <p>Students will recognize when an emergency has occurred and understand what action to take.</p> <p>Students will survey a scene for hazards to self and others; steps to take when you encounter a medical emergency.</p> <p>Students will provide basic care for injury and/or sudden illness until the victim can receive professional medical help.</p> <p>Students will identify ways to prevent injury and illness.</p> <p>Students will identify the signals of common illnesses.</p> <p>Students will describe how to care for someone who is having a seizure.</p> <p>Students will identify signals, care for and types of poisoning.</p>	<p>would respond to a Medical Emergency</p> <ul style="list-style-type: none"> • Steps to take/Universal Precautions • How to make a 911 call • ABC's • What is CPR, AED • Video <p>Treating Shock</p> <ul style="list-style-type: none"> • Choking • Wounds and Bleeding • Heat and cold emergencies • Bone joint and muscle • Treating Burns • Poisonings/Bites & Stings <p>(RI 9-10.1)(RI 9-10.2)</p> <p>Students will create a pamphlet or a poster on a chosen topic to depict steps one should take during an emergency situation. (8.1.12.A.2))(RI 9-10.1)(RI 9-10.2)(W 9-10.8)</p> <p>Students will role-play scenarios where they display how to reduce the risk of disease transmission when giving care. Using models, students will display how to minimize effects of shock and how to check an unconscious person for life-threatening</p>	<p>https://www.fema.gov/media-library-data/ac2a3fd06796f89fcd284ddb3fea4797/FEMA_HS_TG_082613_508.pdf</p> <p>CPR – Adult & Child https://www.youtube.com/watch?v=1wj-zixnz2s</p> <p>Performing AED First-Aid https://www.youtube.com/watch?v=gn5ahjaGf_s</p> <p>Conscious Choking – Adult and Child https://www.youtube.com/watch?v=g6zw6GHpG5A</p> <p>CCOHS Good Hygiene Practices Reducing the spread of infections and viruses https://www.ccohs.ca/oshanswers/diseases/good_hygiene.html</p> <p>Bitesize Bio Safety Comes first: Common Laboratory Signs. http://bitesizebio.com/28135/safety-comes-first-common-laboratory-signs/</p>	<p>for life-threatening conditions.</p> <p>Students will be evaluated on their ability to correctly respond to a given medical emergency.</p> <p>Summative Assessment: Student's medical emergency posters or pamphlets will be evaluated in relationships to a product rubric.</p> <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Teacher Observation • Anecdotal Records • Whole Class Discussion • Peer to Peer Discussions
---	--	--	---	--

community can prepare for these events. (SL.9-10.2.) Working in teams, students select items that they would need to have for different types of emergencies.

Ready. Prepare. Plan. Stay Informed.
<https://www.ready.gov/prepare-for-emergencies>

Key Vocabulary:

First-Aid – Help given to a sick or injured person until full medical treatment is available.

Safety – The condition of being protected from or unlikely to cause danger, risk, or injury.

Illness – A disease or period of sickness affecting the body or mind.

SOS – An international code signal of extreme distress, used especially by ships at sea.

Emergency – A serious, unexpected, and often dangerous situation requiring immediate action.

Hazards – A danger or risk.

Seizure – A sudden disruption of the brain's normal electrical activity accompanied by altered consciousness and/or other neurological and behavioral manifestations.

Poisoning – A substance that is capable of causing illness or death of a living organism when introduced or absorbed.

Disaster – A sudden event, such as an accident or a natural catastrophe, that caused great damaged or loss of life.

CPR – A procedure to support and maintain breathing and circulation for a person who has stopped breathing (respiratory arrest) and/or whose heart has stopped (cardiac arrest).

AED – An automated external defibrillator is a portable electronic device that attaches to the chest and operates automatically to measure the heart's rhythm to determine if an electric shock is needed.

Integration of 21st Century Standards NJSL 9:

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN DOs/](https://www.wida.us/standards/CAN_DOs/)

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity

of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Speak and display terminology • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Using advance organizers • Brainstorming/webbing • Modeling • Employing KWL Chart • Predicting • Pre-Teach Vocabulary • Pre-Teaching or Reviewing • Allow take-home tests 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP • Work with paraprofessional • Previewing information/materials • Provide helpful visual, auditory, and tactile reinforcement of ideas. • Peer Support • Provide extended time • Solidify and refine concepts through repetition. • Learner will work at own pace • Give shorter assignments/more frequently • Employ individual, paired, or small group projects or activities • Allow take-home tests 	<ul style="list-style-type: none"> • Use visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support • Provide extended time • Previewing information/materials • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> • Students will present research to a different audience • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction

Interdisciplinary Connections:

ELA - NJSLS/ELA:

Reading

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

Writing:

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advance searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

Speaking and Listening:

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

Science:

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

Integration of Technology Standards NJSL 8:

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.